

# **Introduction**

## ***Physical Inspection Program Training***



## **Instructor Guide**

## Introduction: Physical Inspection Program Training

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## REAC's Physical Inspection Training Program Instructor Guide

**Purpose of the Instructor Guide** is to help instructors conduct the Physical Inspection Training Program. The Instructor Guide outlines key points to be addressed in each chapter, indicates when slides are used to illustrate a point, explains the activities to be performed, and highlights other information which helps the instructor teach this course. The Instructor Guide is divided into four sections which include:

1. **Preparing to Teach the Physical Inspection Training Program** - includes a checklist for classroom preparation and helpful hints for successful training.  
**Introduction to the Physical Inspection Training Program** – includes participant welcome and class discussion of course expectations.
2. **Chapter 1: Physical Inspection Program Overview** - includes a general overview of the Physical Inspection Program and Protocol.
3. **Chapter 2: Systems Training** - includes system features and how to navigate.
4. **Chapter 3: Definitions Training** - outlines the definition points and rating scale information.

**Instructor Preparation:** In preparation for training this course, there are a number of steps which must be followed:

- Study the instructor guide including:
  - review main discussion heading,
  - prepare potential participant questions,
  - complete the activities, and
  - list additional information that may need addressing.
- Review the course schedule and prepare agenda.
- Review the PowerPoint Slides used to illustrate key points.
- Read the Participant Guide to be familiar with the content and

structure.

- Ensure training materials and necessary technologies are available and ready for the participants (refer to “Preparing to Teach the Physical Inspection Program”, page i-5).
- Perform necessary steps to prepare the classroom for training (refer to “Preparing to Teach the Physical Inspection Program”, (Room Set-Up, page i-6).
- Review the “Helpful Hints for Successful Training” on page i-7 to ensure the training experience is successful!

## Preparing to Teach the Physical Inspection Program



### Materials Needed

Preparation helps to ensure a successful training experience for both instructor and participant. Make sure all relevant materials are available prior to the start of training. Prepare all the following materials before conducting the course:

- **Course Materials:**
  - **Flipcharts, markers, and tape** for highlighting key points, performing activities and group discussions, and recording participant questions
  - **Name Tags** for each participant
  - **Pencils and paper** for exercises and note-taking
- **Instructor Materials:**
  - **Instructor Guide** for instructor and any co-instructors
  - **PowerPoint Slides** used as overheads to highlight key points
  - **Inspection photos** illustrating the definitions in Chapter 3
  - **Laptop** with PowerPoint slides saved to the hard drive
  - **Projector Screen** for overhead slides
  - **LCD Panel** for projecting PowerPoint slides to overhead screen
  - **DCD and DCD Docking Station** for instructor
  - **Power strips** for electrical equipment, if additional outlets are needed
  - **Modem/Phone lines**
- **Participant Materials:**
  - **Participant Guides** for each participant in the course
  - **ISP ID** set-up for each participant



**Room  
Set-up**

- **DCD** for each participant including:
  - ⇒ Current software (PASS 2.1)
  - ⇒ HUD dial-up icon
  - ⇒ Internet Browser
- **DCD Docking Station** for each DCD
- **Phone Cords** for downloading and uploading, and phone jacks
- **Desk tags** with training IDs and passwords set-up for each participant
- **Extra DCDs**, DCD Docking Stations and phone cords
- **Modem/Phone lines**

For the training to run smoothly and be successful, the room set-up is essential. The instructor must allot enough time to complete the following steps before the course begins:

- Arrange for technical support.
- Prepare flipcharts as outlined in the Instructor Guide.
- Check that each participant received the appropriate ISP ID and can access the Internet for uploading and downloading.
- Secure enough chairs for the number of participants.
- Arrange tables and chairs so all participants can see the projector screen and the instructor.
- Arrange flipcharts in the room so they can be easily viewed anywhere in the classroom; and have tape available to hang flipchart paper as needed for group discussions and activities.
- Setout the Participant Guides, name tags, and pencils and paper on the tables.
- Arrange power strips (if needed) by the tables for easy access to electrical outlets.
- Check to ensure equipment (e.g., laptop, LCD panel, DCD, and phone lines) is operational, and PowerPoint slides and inspection photos are available.
- Check location of light switches to ensure screens are easily

visible.



### **Helpful Hints for Successful Training**

Instructors should have an awareness of the participants' level of experience. The following tips are designed to help instructors prepare and teach the Physical Inspection Training Program effectively.

- **Instructor:**

- Knows the training materials,
- Develops an agenda with time increments for course structure and scheduled times for lunches and breaks
- Solicits and acknowledges the participants' experience level with inspections, and
- Understands participants may or may not agree with the information they are learning.

The instructor's presentation skills are important when conducting a course. The following skills help the instructor maintain the participants' attention during training. The instructor should practice:

- **Eye Contact**

- Maintain steady eye contact.
- Avoid distractions by focusing on one person at a time.
- "Speak to" various participants.
- Not "speak to" the Instructor Guide or floor.

- **Voice**

- Use their voice to communicate enthusiasm.
- Speak slowly and clearly.
- Vary pitch to avoid monotone speech that is boring for participants.



- Use pauses to gather thoughts and allow time for the participants to follow along.

- **Posture**

- Stand-up straight.
- Be natural.
- Avoid pacing or swaying that distracts participants.
- Use body language to emphasize a point, make a transition, and increase participant involvement.



**More  
Training  
Hints**

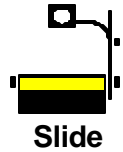
### **Lecture, Discussion, and Hands-On Computer Training Format – Techniques for Success!**

The Physical Inspection Training Program utilizes a lecture format combined with group discussions and hands-on computer training. These teaching strategies are designed to help instructors present a program that is beneficial and practical to the participants. It is more than knowing the subject material. It is effectively presenting the material to create a positive training experience for both the instructor and participant.

The following points will help instructors be successful with this style of training.

- Guidelines for conducting a lecture:
  - Avoid reading from the Instructor Guide.
  - Maintain eye contact.
  - Encourage participants to ask questions and allow enough time for discussion.
- Guidelines for leading a group discussion and/or activity:
  - Ask questions that require more than a “yes” or “no” answer. This triggers more discussion.
  - Avoid easy questions that aren’t challenging, or difficult questions that discourage participation.
  - Allow participants to express if they do not understand or agree with a point.
  - Answer questions clearly and honestly.
  - Acknowledge when a question goes unanswered.
  - Tie discussions back to the main content points.
  - Involve everyone in class participation.
  - Maintain the flow of discussion, but do not dominate.
  - Avoid lengthy discussions on one subject, and end discussions when appropriate.
  - Summarize the major points and encourage classroom participation.

## Introduction to the Physical Inspection Training Program



**SHOW** slides i-1. (Welcome)



**WELCOME** participants to the class.

**REQUEST** participants introduce themselves and locale where they live/work.

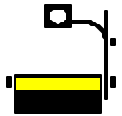
## COURSE OBJECTIVES



### Introduction

The purpose of this training program is to explain the Physical Inspection Program developed by REAC and instruct inspectors on the proper use of the Physical Assessment Subsystem (PASS) software system on the DCD.

**SHOW** slide 1-1. (Course Objectives)



### Slide

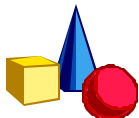
#### Course Objectives



- Successfully upload and download files from the REAC Web site
- Accurately record inspections using the PASS 2.1 software on the Data Collection Device (DCD)
- Use REAC's terminology and standards to define and rate observed deficiencies
- Take a sample practice test to prepare for certification exam

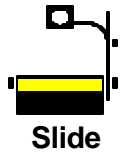
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### Learning Objectives

**REVIEW** course objectives on slide



**SHOW** slide 1-2. (Course Agenda)

## Course Agenda



PROPOSED TRAINING SCHEDULE					
Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30 AM	Registration	Welcome	Welcome	Welcome	Welcome
9:00 AM	Welcome & Introductions Chapter 1 – Physical Inspection Program REAC Overview	Chapter 2 – Physical Assessment Subsystem DCD Start-Up, and Connecting to The Internet	Chapter 3 – Definitions Training	Chapter 3 – Definitions Training	Review of Program, DCD, and Definitions
15 Minute	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
10:15 AM	Physical Inspection Protocol	Log On, Download Property Information, and Property Information	Definitions	Definitions	Review Continued
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Protocol	DCD System Training	Definitions	Definitions	Test
15 Minute	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
2:45 PM	Protocol, Quality Assurance, and Contractor Help Desk	DCD System Training, Summary and Questions	Definitions	Summary and Questions	Test
4:30 PM	Class Adjourned	Class Adjourned	Class Adjourned	Class Adjourned	Class Adjourned

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**REVIEW** Course Agenda on slides.

**EXPLAIN** the information the participants will learn in each chapter.

- **Chapter 1: Physical Inspection Program Overview**
  - Provides an overview of REAC's Physical Inspection Program.
  - Defines the Physical Inspection Protocol inspectors must follow to complete an assessment.
- **Chapter 2: Systems Training**
  - Focuses on the specific "how to's" involved in using the PASS software on the DCD (for example, logging on to the system, downloading and uploading files, and recording deficiencies).
- **Chapter 3: Definitions Training**

- Describes the definitions and rating system used in PASS.
  - Explains how to use the DCD on-line help system to access details on definitions and deficiency ratings.
- **Certification Examination**
  - Requires a participant to pass an exam to become an authorized HUD inspector.

## COURSE MATERIALS



### Training Materials

**EXPLAIN** to participants the materials to be used for training purposes.

- **Participant Guide** - includes detailed information on all chapters in the training program. The **Participant Guide**:
  - Is a helpful tool for participants to use during training,
  - Allows participants to take notes, directly in their Guide for use after training, and
  - Is a reference for working in the field.
- **Slides** - will be shown on the overhead and used to highlight key points.
- **DCD** - for hands-on practice and taking the practice test.
- **Inspection photos** - to show deficiencies and describe the rating scale.
- **Flipcharts and markers** - used to highlight key points, perform activities and group discussions, and “park” participant questions that need additional research.



### Additional Information

#### **EXPLAIN:**

- “Parking Lot” concept to participants – pertains to unanswered questions that need further review and are “parked” until a classroom break or the end of the day. The instructor researches the questions and furnishes the answers to the class.
- Housekeeping Items:
  - Snacks and Beverages – refrain from placing on the tables near the DCD equipment
  - Restrooms, Refreshment Facilities & Smoking Areas – indicate locations
  - Lunch and Breaks – announce times and discuss the importance of starting on time to maintain the schedule
  - Phones – indicate location; refrain from using during classroom time